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ABSTRACT

Program results emerging from policy changes concerning identification and placement of limited-English-proficient (LEP) students in one school district are evaluated. The policy changes permitted students classified as bilingual, English-dominant, or English monolingual to be placed by committee in an appropriate instructional program (bilingual, English as a Second Language, or Language Arts Mastery Process), and provided for screening of these groups to determine whether they were LEP or educationally disadvantaged. The latter group would be provided compensatory or remedial services as needed. It was found that the achievement of LEP students in the Language Arts Mastery Program (LAMP) exceeded that of other groups, but other measures did not indicate any clear superiority of one program over another. Of 122 students who would previously have been classified as LEP, 77 were determined not to be. Some formal process to assure that non-LEP, educationally disadvantaged students are given remedial help is seen as necessary. The committees were comfortable placing the students in the three programs. Where LAMP was combined with another program, schools felt the complementary approach was beneficial; however, some schools did not have LAMP programs. (Author/MSE)

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# Effects of a Policy Change--Instructional Approaches for Limited-English-Proficient (LEP) Students with Stronger English Ability

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# Effects of a Policy Change -- Instructional Approaches for Limited-English-Proficient (LEP) Students with Stronger English Ability

## EXECUTIVE SUMMARY

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## Program Description

On March 24, 1989, the Austin Independent School District and the Texas Education Agency came to an agreement regarding the identification and placement of Hispanic limited-English-proficient (LEP) students whose language dominance tests resulted in a classification of C (bilingual), D (English dominant), or E (English monolingual) on or before May, 1989. The agreement permitted these "old" CDE students to be assigned by their Language Proficiency Assessment Committees (LPAC's) to an appropriate instructional program—bilingual, the previously suggested option for all these students, or either of two alternative programs not previously available, English as a Second Language (ESL) or Language Arts Mastery Process (LAMP). The agreement further prescribed that new-entry students who would formerly have been identified as C, D, or E were to be screened by the LPAC's to determine if they were actually LEP or educationally disadvantaged. LEP students were to be served in the bilingual program; the educationally disadvantaged were to receive compensatory/remedial services as appropriate.

## Major Findings

1. The achievement of limited-English-proficient (LEP) CDE students in LAMP exceeded that of students in both the bilingual and ESL programs (although the small numbers of students tested must qualify this finding). (Page 8)

2. Other outcome measures—attendance, retention, and exit rates—do not indicate any clear superiority for bilingual, ESL, or the LAMP programs for LEP C, D, and E students. (Page 7)

3. Of the 122 students who would have become LEP C, D, or E under the 1988-89 guidelines, 77 (63%) were determined not to be LEP; 45 (37%) did become LEP C, D, or E. Thus, new procedures may have prevented some false identification of students as LEP. (Page 17)

4. Some formal process to assure that non-LEP, educationally disadvantaged students are given remedial help is needed. Of the 77 students thus identified, 30 (39%) received no compensatory/ remedial services in 1989-90. (Page 16)

5. Campus Language Proficiency Assessment Committees (LPAC's) were comfortable deciding whether to place C, D, and E students in bilingual, ESL, or LAMP, or a combination of programs. Schools which used a combination of LAMP and other programs believed that students benefitted from the complementary approaches. However, LAMP was not available as a program option at all schools. (Page 7)

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# EFFECTS OF A POLICY CHANGE--INSTRUCTIONAL APPROACHES FOR LIMITED-ENGLISH-PROFICIENT (LEP) STUDENTS WITH STRONGER ENGLISH ABILITY

**FINAL REPORT**

## INTRODUCTION

### BACKGROUND

The Austin Independent School District (AISD) has had a large number of Hispanic limited-English-proficient (LEP) students who were balanced in both English and Spanish, English dominant, or English monolingual (dominances of C, D, or E, respectively). Some of these students had this dominance when they were first identified as LEP; others grew in English dominance but were unable to exit LEP status because of achievement scores below the State-mandated criteria. Questions arose regarding the proper program placement for such students during the March, 1989, compliance visit from the Texas Education Agency (TEA).

On March 24, 1989, AISD and TEA came to an agreement regarding the identification and placement of Hispanic LEP students of LEP dominance C, D, or E. This agreement is expressed in a March 31, 1989, letter to TEA's Director of Programs from AISD's Director of Intergovernmental Relations (Attachment A). The agreement basically prescribed the following.

**"Old" (May, 1989, or Before) CDE Students:** The Language Proficiency Assessment Committee at each elementary school was to assign each student to one of the following programs:

1. Bilingual education,
2. English as a Second Language (ESL), or
3. Language Arts Mastery Process (LAMP).

**New Entry (1989-90) CDE Students:** The LPAC was to decide whether Hispanic elementary students who would previously have been classified as LEP (dominance C, D, or E) were actually LEP or educationally disadvantaged. Information from a screening instrument approved by TEA was to be used in addition to that from home language surveys, test scores, and other measures. Students determined to be LEP were to be served through the bilingual program; those identified as educationally disadvantaged were to receive compensatory/remedial services as appropriate.

This agreement was a departure from prior AISD practice in that TEA Time and Treatment guidelines had previously suggested bilingual (with Spanish and English instruction) as the appropriate placement for all CDE students, regardless of English or Spanish proficiency. ESL only required a parent denial of bilingual education to be on file, and LAMP had not been an option for these students. AISD contended that many of these students would benefit more from all-English instruction than bilingual, and LPAC's should be able to decide. To determine the effectiveness of the three programs for the targeted LEP population, an evaluation study was mandated, the results of which were to be reported to Board of Trustees and TEA.

School staffs were told of the agreement in spring, 1989, and were provided with details about new procedures at the beginning of the 1989-90 school year. "Instructional Memorandum No. 3," dated August 16, 1989, details the bilingual program for new LEP students identified beginning with August, 1989 (portions are Attachment B). The "Addendum to Instructional Memorandum No. 3," also dated August 16, 1989, is Attachment C. The screening instrument which was utilized and the revised dominance guide are Attachments D and E.

School staff were told at the beginning of the year that parents of students classified as LEP C, D, or E as of May, 1989, ("old" CDE students) were to be notified of any changes in program placement, but that parent approval would not be required. That agreement had been made verbally with the TEA monitoring team. However, since this agreement was not in writing, and the law indicates program approval is needed for any change in LEP student placement, it was subsequently decided that approval should be obtained for those students moving into either ESL or LAMP. New LAMP approval forms were designed and copies were sent to the campuses shortly after October 5, 1989 (see Attachment F). Copies of the LAMP or ESL approvals were due to the central office by October 20. However, this due date proved to be too soon for some campuses--especially those with a large number of LEP students. For that reason, counts of students in each of the three programs for evaluation purposes were delayed until after the end of the first semester, January 19, 1990.

**EVALUATION OVERVIEW**

The agreement between AISD and TEA expressed in the March 31, 1989, letter (Attachment A) specified that an evaluation would be implemented to determine the effectiveness of the three instructional options (bilingual education, ESL, and LAMP) available to the "old" CDE students in 1989-90. Not specified for evaluation, but of interest, were the effects of the new identification procedures.

The evaluation was therefore organized around two central questions:

1. How effective were the bilingual, ESL, and LAMP programs for the "old" (identified through May, 1989) CDE students?

2. What was the impact of new procedures on the classification of new-entry CDE students?

In examining outcomes for LEP students in bilingual, ESL, and LAMP, it is important to recognize that students are not assigned randomly to the groups. Students are placed in a group by the LPAC based on specific characteristics such as language ability and achievement. Thus, **while it is possible to describe students' success after participating in each program, it is not possible to attribute any differences found solely to the program in which they were served.** Differences in the characteristics of the students served may also contribute to differences in students' success.

Evaluation data were collected from a variety of sources:

- The LANG File, which is the LEP masterfile, is the basic source of all information about LEP students--language dominance, instructional program received, number of years in LEP programs, etc. Copies of the file were made as of the end of the 1988-89 and 1989-90 school years.

- A file containing the same information as the LANG File but only for the "old" CDE students was saved.

- Demographic and outcome information for the "old" CDE students were obtained via use of ORE's generic evaluation system (GENESYS). GENESYS also utilizes the Report on School Effectiveness (ROSE) procedure to compare predicted to actual achievement.

- Personal interviews were conducted with about a one-third sample of the campus LPAC chairpersons to gather opinion information about the placement and progress of LEP CDE students in 1989-90.

- A group interview was conducted with the Administrative Supervisor of Bilingual/ESL Education and the bilingual instructional coordinators to obtain opinion information from a central perspective as to the effectiveness and appropriateness of the program changes in 1989-90.

**STUDENT CHARACTERISTICS**

As of the end of the 1988-89 school year (May, 1989), when the agreement between AISD and TEA was made, there were 894 students whose language dominance was C, D, or E. These "old" CDE students, as they are called, had the following dominances:

- 156 (17%) were C,
- 236 (26%) were D, and
- 502 (56%) were E.

Information as to their language dominance and instructional program received in 1989-90 will be presented under "Outcomes," along with other outcome information.

## EFFECTIVENESS OF THE THREE INSTRUCTIONAL APPROACHES

**SERVICE**

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**C, D, and E students were placed in each of the three program options (40% in ESL, 34% in bilingual, and 20% in LAMP). Staff indicate most students were in the same program all year. Staff also reported that, at almost all schools with LAMP, students who received bilingual education or ESL also received LAMP.**

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**HOW MANY "OLD" LEP CDE STUDENTS WERE PLACED IN BILINGUAL, ESL, OR ENGLISH LAMP? DID STUDENTS REMAIN IN THESE CLASSES ALL YEAR? WERE SOME SERVED BY A COMBINATION OF PROGRAMS?**

Figure 1 presents the numbers of "old" CDE students in each of the three programs, by grade level, as of the end of the 1989-90 school year. ESL was chosen for 40% of the students, bilingual for 34%, and LAMP for 26%.

**FIGURE 1**
**NUMBERS OF "OLD" CDE STUDENTS IN BILINGUAL, ESL AND LAMP, BY GRADE LEVEL, AS OF END OF 1989-90**

| 1989-90 PROGRAM | GRADE K | 1 | 2 | 3 | 4 | 5 | 6 | TOTAL |
|---|---|---|---|---|---|---|---|---|
| Bilingual | 37 | 73 | 43 | 48 | 36 | 32 | 7 | 276 |
| ESL | 43 | 80 | 61 | 47 | 46 | 37 | 8 | 322 |
| LAMP | 24 | 69 | 38 | 25 | 21 | 18 | 10 | 205 |
| TOTAL | 104 | 222 | 142 | 120 | 103 | 87 | 25 | 803 |

Note: Of the 894 "old" CDE students, 29 were inactive on the file, and 62 were in other LEP programs.

Figure 2 compares the numbers of "old" CDE students served in each of the three programs at the start of the spring semester and at the end of the school year. Figure 2 shows that:

- Over a four-month period, the numbers of students in the bilingual, ESL, and LAMP programs changed relatively little. The number of students in bilingual and ESL declined, while the number in LAMP increased. (A decline is not a surprising trend because the number of LEP students tends to fall over the course of a school year.)
- The numbers of students in other programs (special education and modified instruction) was likewise virtually unchanged over the four-month period.
- The number of students without a program, which includes students who became inactive and left the District, increased.

**Thus, nearly all students were served in the same program all spring; LPAC coordinators at the schools indicated that most were in the same program since September or October.**

**FIGURE 2**
**NUMBERS OF "OLD" CDE STUDENTS, BY 1989-90 INSTRUCTIONAL PROGRAM, AT TWO POINTS IN TIME**

| 1989-90 PROGRAM | COUNTS February 8 | June 12 | Difference |
|---|---|---|---|
| Bilingual | 299 | 272 | -27 |
| ESL | 329 | 320 | -9 |
| LAMP | 194 | 205 | +11 |
| OTHER* | 22 | 21 | -1 |
| TOTAL WITH PROGRAMS | 844 | 818 | -26 |
| UNKNOWN/INACTIVE** | 50 | 76 | +26 |
| TOTAL | 894 | 894 | 0 |

* Special education and modified instruction
** Students either did not have a program recorded on the LANG File or they became inactive and left the District.

Few students were listed on the LANG File as served by a combination of programs. The small number of students recorded conflicts with information provided by LPAC chairpersons who indicated that at almost all schools with LAMP, students receiving bilingual education or ESL also received LAMP as part of their language arts instruction (see "Outcomes"). The difference is probably because school staffs were not provided with a form on which a combination of programs could be easily designated. Counts from the LANG File are therefore omitted here because they are not considered reliable. In Figure 2, students served in bilingual and LAMP or ESL and LAMP were counted as bilingual or ESL, respectively.

## WHY WERE STUDENTS PLACED IN THE PROGRAMS? WHAT WERE THE CHARACTERISTICS OF STUDENTS PLACED IN EACH SETTING?

Demographic Information: Sex, Overage, Low Income

Figure 3 shows that across the three programs the demographic characteristics of the students were very similar.

- The percentages of male and female students were almost equal.
- More than one third of the LEP students in each group were overage for their grade.
- Very high percentages of the LEP students in each group were from low-income families.

**FIGURE 3**
**CHARACTERISTICS OF THE STUDENTS IN EACH PROGRAM**

| CHARACTERISTIC | 1989-90 PROGRAM BILINGUAL (N=276) | | ESL (N=322) | | LAMP (N=205) | |
|---|---|---|---|---|---|---|
| | # | % | # | % | # | % |
| Sex | | | | | | |
| Male | 144 | 52 | 169 | 52 | 105 | 51 |
| Female | 132 | 48 | 153 | 48 | 100 | 49 |
| Overage for Grade | 105 | 38 | 111 | 34 | 73 | 36 |
| Low Income | 250 | 91 | 293 | 91 | 184 | 90 |

Placement Decisions

Based on open-ended questions on the LPAC coordinator interviews, a number of factors influence schools' decisions on whether to place the "old" LEP CDE students in bilingual, ESL, or LAMP, including:

- Teacher recommendations and input (13 schools--76%);
- English ability (11 schools--65%);
- Student performance (in class, on report cards, in previous programs, on tests like the IDEA or ITBS) (9 schools);
- Information from parents (parent requests, interviews, and the Home Language Survey results) (6 schools);
- Spring LPAC decisions (2 schools);
- Availability of programs (3 schools).

Thus, teachers' recommendations, English ability, and student performances were the most common factors mentioned. LPAC chairs indicated they were comfortable placing students in bilingual, ESL, and/or LAMP. Availability of programs needs further explanation. The nine schools which did not have LAMP all were limited to the bilingual and ESL program options. These schools generally had far fewer LEP students than those with LAMP. Three of these nine schools indicated that they did not have bilingual and ESL teachers at every grade level which posed problems for program placement. If they believed a student needed bilingual, a transfer to another school was offered. Generally, however, these were refused by parents and ESL was then provided. Fortunately, almost all of their CDE students had strong enough English skills to handle all English instruction.

**OUTCOMES**

In examining the following data, it should be remembered that differences in outcomes cannot be ascribed solely to differences in program effects. Differences in the characteristics of the students served may also contribute.

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**Exit rates, attendance, and retention rates do not show any clear superiority for bilingual, ESL, or the LAMP programs. However, the achievement of the students in the LAMP program exceeds that of students in bilingual or ESL.**

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**WHAT PERCENTAGE OF THESE STUDENTS WERE TESTED IN SPRING 1988 AND 1989? WHAT WERE THE MEAN GRADE EQUIVALENT (GE) SCORES OF STUDENTS IN EACH PROGRAM? DID STUDENTS SHOW GAINS AT PREDICTED LEVELS? DID SCORES VARY ACROSS PROGRAMS?**

Each of the three groups was run through GENESYS, which produced the Report on School Effectiveness (ROSE) results tabled in Figure 4. An examination of Figure 4 reveals that:

- Only about one third (29%, 39%, and 36% for bilingual, ESL, and LAMP, respectively) of the students were tested in both spring, 1989, and spring, 1990.

- Students' mean GE scores in each program were very similar in each of grades 2-5. At grade 6, however, the mean GE for students in the bilingual program exceeded those of students in ESL and LAMP by .9 and 1.0 years, respectively.

- The numbers of students on whom the ROSE analysis was performed were too small to determine whether students achieved their predicted levels, except for ESL at grades 2-4. At grades 2 and 3, students made gains at predicted levels; at grade 4, students scored below their predicted level.

Additional information about the differences in achievement among the programs may be obtained by standardizing the differences between predicted and actual GE scores (residuals), weighting them by the number of students at each grade, and then averaging across grades. The averages for the three programs may then be compared to determine if there are differences among the programs. Performing this procedure reveals that:

- The average differences across grades for the bilingual, ESL, and LAMP programs are -.0036, -.1769, and .0818, respectively.

- This means that compared to their predicted levels of achievement, LAMP students scored better, bilingual students scored about what would be predicted (the difference was about 0), and ESL students scored more poorly than predicted.

- **The achievement of students in the LAMP program exceeded that of students in both the ESL and bilingual programs.**

**FIGURE 4**
**ROSE RESULTS IN READING FOR "OLD" CDE**
**STUDENTS IN THREE INSTRUCTIONAL PROGRAMS**

| 1989-90 PROGRAM | GRADE | N | PRETEST GE | POSTTEST GE | ACTUAL GAIN | PREDICTED GE | OVER/UNDER ACTUAL GE | SIGNIFICANCE |
|---|---|---|---|---|---|---|---|---|
| Bilingual | 2 | 14 | 1.0 | 1.9 | 0.9 | 1.8 | 0.1 | * |
| | 3 | 24 | 1.9 | 2.7 | 0.8 | 2.7 | 0.0 | * |
| | 4 | 19 | 2.6 | 3.4 | 0.8 | 3.5 | -0.1 | * |
| | 5 | 17 | 3.0 | 3.9 | 0.9 | 4.1 | -.2 | * |
| | 6 | 6 | 4.0 | 5.4 | 1.4 | 4.8 | 0.7 | * |
| ESL | 2 | 36 | 1.2 | 2.0 | 0.9 | 2.1 | 0.0 | = |
| | 3 | 32 | 2.0 | 2.8 | 0.8 | 2.8 | 0.0 | = |
| | 4 | 29 | 2.7 | 3.3 | 0.6 | 3.6 | -.4 | - |
| | 5 | 22 | 3.1 | 4.1 | 1.0 | 4.1 | -.1 | * |
| | 6 | 6 | 4.5 | 4.5 | 0.0 | 5.3 | -.7 | * |
| LAMP | 2 | 25 | 1.4 | 2.1 | 0.7 | 2.3 | 0.1 | * |
| | 3 | 16 | 1.8 | 2.9 | 1.1 | 2.6 | 0.3 | * |
| | 4 | 15 | 2.4 | 3.1 | 0.8 | 3.3 | -.1 | * |
| | 5 | 12 | 2.9 | 3.8 | 0.9 | 4.0 | -.2 | * |
| | 6 | 6 | 3.3 | 4.4 | 1.1 | 4.2 | 0.2 | * |

* Number of students is too small for analysis
= Achieved predicted score
- Below predicted score

**WERE THERE ANY DIFFERENCES IN ATTENDANCE OR RETENTION RATES FOR STUDENTS IN THE THREE PROGRAMS?**

Figure 5 shows the attendance and retention rates for the students in each of the three programs.

**FIGURE 5**
**ATTENDANCE AND RETENTION RATES FOR "OLD" CDE**
**STUDENTS IN THREE INSTRUCTIONAL PROGRAM SETTINGS**

| PROGRESS INDICATOR | | | 1989-90 PROGRAM BILINGUAL (N=276) Fall | Spring | ESL (N=322) Fall | Spring | LAMP (N=205) Fall | Spring |
|---|---|---|---|---|---|---|---|---|
| Attendance | 88-89 | # | 231 | 234 | 274 | 279 | 176 | 178 |
| | | % | 95.9 | 94.5 | 95.6 | 94.2 | 95.4 | 94.4 |
| | 89-90 | # | 276 | 276 | 322 | 322 | 205 | 205 |
| | | % | 95.6 | 95.6 | 96.4 | 95.9 | 96.1 | 95.6 |
| Retention | | | 3.6% | | 4.3% | | 4.4% | |

**Attendance rates were high for all three groups, and all increased slightly from 1988-89 to 1989-90. Retention rates were slightly lower (.7% to .8%) for students in bilingual than for those in ESL or LAMP.**

**HOW MANY STUDENTS WERE ELIGIBLE TO EXIT IN SPRING, 1990 IN EACH PROGRAM? HOW LONG HAD THEY BEEN IN LEP PROGRAMS? HOW MANY WERE EXITED?**

In AISD, students in kindergarten students are not allowed to exit and those in grade 1 students can only exit if they score above the 39th percentile in both language arts and reading. A check was done to see how many students in grades 1-6 were eligible to exit from LEP status. As shown in Figures 6 and 7:

- The percentage of students eligible to exit was similar for the three program groups (26%-31%);
- The percentage of students scoring above 39 in both language arts and reading was slightly higher for the ESL and LAMP programs (14% and 15%) than for the bilingual program (9%).

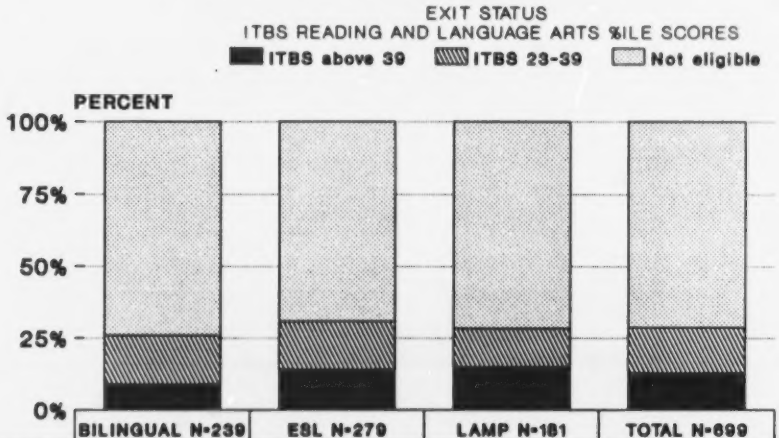
**Thus, the programs have similar success in improving students' skills to the point where they can exit.**

**FIGURE 6**
**"OLD" CDE STUDENTS ELIGIBLE TO EXIT IN SPRING, 1990, IN EACH OF THE THREE PROGRAMS***

| EXIT CRITERION | 1989-90 PROGRAM: BILINGUAL (N=239) # | % | ESL (N=279) # | % | LAMP (N=129) # | % | TOTAL (N=600) # | % |
|---|---|---|---|---|---|---|---|---|
| ITBS %iles > 39 in Reading and Language Arts | 21 | 9% | 39 | 14% | 28 | 15% | 88 | 13% |
| ITBS %iles of 23-39 in Reading and/or Language Arts (Grades 2-6) | 40 | 17% | 47 | 17% | 24 | 13% | 111 | 16% |
| Not eligible to exit (below 23 in Reading or Language Arts at grades 2-6 or below 40 at grade 1) | 178 | 74% | 193 | 69% | 129 | 71% | 500 | 72% |
| TOTAL | 239 | 100% | 279 | 100% | 181 | 99% | 699 | 101% |

* 104 kindergartners were excluded because AISD does not allow exit from LEP status at this grade level.

**FIGURE 7**
**"OLD" LEP CDE'S ELIGIBLE TO EXIT**
**SPRING, 1990 GRADE 1-6**




| | BILINGUAL N=239 | ESL N=279 | LAMP N=181 | TOTAL N=699 |
|---|---|---|---|---|
| Not eligible | 74 | 69 | 71 | 72 |
| ITBS 23-39 | 17 | 17 | 13 | 16 |
| ITBS above 39 | 9 | 14 | 15 | 13 |

NOTE: 37 Bilingual, 43 ESL, and 24 LAMP kindergartners are excluded here because AISD does not allow exit at grade K.

A check was done to see if the length of time old LEP CDE students had been in AISD varied for those eligible to exit versus those not eligible. Figure 8 illustrates that **students eligible to exit tended to be in LEP programs longer than those not eligible**; 97% of those eligible to exit had been in AISD three years or more compared to 73% of those not eligible. Those eligible to exit had most commonly been in AISD three or four years.

**FIGURE 8**
**NUMBER OF YEARS IN AISD LEP PROGRAMS**
**"OLD" LEP CDE STUDENTS**

| Years in Program | Eligible to Exit | | Not Eligible to Exit | | Total | |
|---|---|---|---|---|---|---|
| | # | % | # | % | # | % |
| 1 | 0 | 0 | 0 | 0 | 0 | 0 |
| 2 | 8 | 4 | 153 | 25 | 161 | 20 |
| 3 | 69 | 35 | 142 | 23 | 211 | 26 |
| 4 | 64 | 32 | 131 | 21 | 195 | 24 |
| 5 | 40 | 20 | 83 | 14 | 123 | 15 |
| 6 | 15 | 8 | 54 | 9 | 69 | 9 |
| 7 | 3 | 2 | 36 | 6 | 39 | 5 |
| 8 | 0 | 0 | 11 | 2 | 11 | 1 |
| Total | 199 | 101 | 610 | 100 | 809 | 100 |

As of July 25, 93 (47%) of the 199 students eligible to exit were exited, 52 remained LEP and 54 had not yet been reviewed (or at least not recorded on the central computer file).

**HOW DID THE LANGUAGE DOMINANCE AND INSTRUCTIONAL PROGRAMS OF THE "OLD" CDE STUDENTS CHANGE FROM 1988-89 TO 1989-90?**

Figure 9 compares the language dominance of the "old" CDE students in 1988-89 with their language dominance in 1989-90. There was little change from last year to the current year. However, students are not retested yearly, so some may have improved in English ability without a recorded change in their "official" language dominance as reflected on the LANG File.

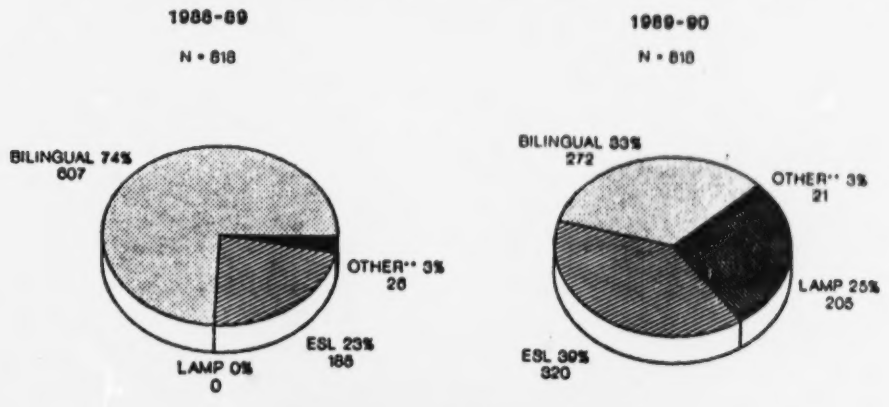
**FIGURE 9**
**LANGUAGE DOMINANCE OF "OLD" CDE STUDENTS, 1988-89 COMPARED WITH 1989-90***

| LANGUAGE DOMINANCE | 1988-89 # | 1988-89 % | 1989-90 # | 1989-90 % |
|---|---|---|---|---|
| C | 156 | 17.4 | 143 | 17.4 |
| D | 236 | 26.4 | 226 | 27.6 |
| E | 502 | 56.2 | 451 | 55.0 |
| CDE | 894 | 100.0 | 820 | 100.0 |

* 74 students are excluded because dominance or program received was not recorded on the central file.

Figure 10 compares the program received by the "old" CDE students in 1988-89 with the program they received in 1989-90. Figure 10 shows that in 1989-90, there was considerable movement of students from the bilingual program into LAMP and into ESL.

**FIGURE 10**
**INSTRUCTIONAL PROGRAM RECEIVED BY "OLD" CDE STUDENTS, 1988-89 COMPARED WITH 1989-90***




* 76 students are excluded because no program was recorded on the central file for one or the other of the years.
** Special education or modified instruction

**WHAT DID STAFF THINK ABOUT THE RELATIVE EFFECTIVENESS OF THE THREE INSTRUCTIONAL PROGRAMS FOR "OLD" CDE STUDENTS?**

LPAC Coordinator Interviews

LPAC chairs at schools with LAMP were asked two questions related to the relative benefit of LAMP versus bilingual and ESL versus bilingual for these CDE students.

| | | |
|---|---|---|
| Do you consider LAMP relatively more beneficial than bilingual instruction for ___ of the "old" LEP CDE students? | All | 1 |
| | Most | 5 |
| | Most/Some | 1 |
| | Some | 1 |
| | A Few | 0 |
| | None | 0 |
| Do you consider ESL relatively more beneficial than bilingual instruction for ___ of the "old" LEP CDE students? | All | 2 |
| | Most | 3 |
| | Most/Some | 1 |
| | Some | 1 |
| | A Few | 0 |
| | Unsure | 1 |

Well over half of the respondents believed that most or all old LEP CDE students would benefit more from LAMP (63%) or ESL (75%) over bilingual. Because of their greater English ability, LPAC chairs believe that these students need assistance with English development, not Spanish. Many of these students have limited Spanish ability. One LPAC chair indicated these students may be confused by the use of Spanish. Two specifically focused on the real need for these students to have help with their English vocabulary, word attack, and reading skills. Several LPAC chairs mentioned that ESL is not strong as LAMP in helping students in these skills.

The one exception seems to be those students of C dominance who are still weak in their English ability and who do know Spanish. For these students, bilingual is the general preference, especially because of the added Spanish and support for transition to English provided. Again, several schools mentioned that the combination of LAMP and ESL worked very well, and that LAMP was very helpful to those making the transition to English.

Schools who did not have LAMP available in 1989-90 were asked whether an alternative placement such as LAMP would be more beneficial than bilingual or ESL for their students. Of nine schools, five were not familiar enough with LAMP to say; three would like LAMP as an option; one felt ESL and bilingual were meeting their needs. Five schools believed another option would be helpful; 3 mentioned ECRI (Exemplary Center for Reading Instruction) specifically as another alternative.

**HOW WAS INSTRUCTION DELIVERED IN THE PROGRAMS (E.G., TEAMING, LEP/NON-LEP MIX, INSTRUCTIONAL TIME)? DID TEACHERS BELIEVE PLACEMENTS WERE APPROPRIATE? WORKABLE?**

LPAC Coordinator Interviews

All but one school reported that students were in classes including LEP and non-LEP students. (One school had some classes with all LEP students.) The range of dominances in the classes varied considerably, generally as a function of the staffing and students at that grade level. (Some schools had more than one combination.)

| Dominance | # Schools | Teacher Certification |
|---|---|---|
| A-E | 10 | Bilingual |
| B-E | 1 | Bilingual |
| A-C | 2 | Bilingual |
| C-E | 8 | Bilingual or ESL |
| D-E | 1 | ESL |
| Varies | 1 | Bilingual/ESL |

The bilingual teacher was the most flexible in that she could provide bilingual or ESL services to students (plus LAMP in some schools). Teaming for LEP instruction was used in 10 or 17 schools (one LPAC chair was not sure), generally in order to provide language arts instruction in small groups based on students' proficiency in English. Teaming was more common in non-LAMP schools--7 of 9 non-LAMP schools used teaming compared to 3 of 7 LAMP schools responding).

Almost all of the schools with LAMP (7 of 8) reported that students in bilingual or ESL also received LAMP as part of their regular language arts instruction; one school indicated this was not done because time was insufficient. Schools that did serve students with both LAMP and either ESL or bilingual indicated the programs complemented one another well. As one LPAC chair put it (paraphrased):

> LAMP is great! The combination of ESL and LAMP works well. LAMP is really stronger than ESL. It really helps these students in terms of their word attack skills, reading, and vocabulary. LAMP is more structured and consistent with the regular language arts curriculum; ESL is more loosely structured. "C" students seem to benefit the most from LAMP. It really helps them make the adjustment from Spanish to English.

Some students were placed only in LAMP because they no longer needed the support of ESL or bilingual.

Bilingual Coordinator Interview

The administrative supervisor of bilingual/ESL Education and the bilingual coordinators were asked what feedback they had received from teachers about the appropriateness of instructional placements for "old" CDE students. They reported that:

- Teachers had no quarrel with the appropriateness of instructional placements, but depending on the campus they had a narrow range of choices. They had to choose what was most appropriate for their campus from among the placement options available.
- Concerning LAMP, teachers' comments ranged from "like it very much" to "boring." LAMP was used at some campuses for all of the students; however, it only fulfilled the placement requirements for LEP students.
- Some schools may have tended not to place students in ESL because they did not like the present textbook series in adoption.

## IMPACT OF THE POLICY CHANGE ON NEW-ENTRY IDENTIFICATION

**HOW MANY STUDENTS WERE IDENTIFIED AS "NEW" C, D, OR E IN 1989-90 COMPARED TO 1988-89?**

In 1988-89, 190 students who were new entries to AISD became LEP C, D, or E students. In 1989-90, 122 students who were new to AISD would have qualified as LEP C, D, or E under the 1988-89 rules. However, with the addition of the parent questionnaire, 45 of the 122 (37%) became LEP C, D, or E students while 77 (63%) were determined to be not LEP (66 at grades pre-K through 1 and 11 at grades 2-4). Overall, the number of LEP new entries who became C, D, or E dropped from 190 in 1988-89 to 45 in 1989-90.

The IDEA scores of the 1989-90 new C, D, or E entries who became LEP compared to those who did not become LEP are shown below.

| | IDEA English | | | IDEA Spanish | | |
|---|---|---|---|---|---|---|
| Status | FES | LES | NES | FSS | LSS | NSS |
| LEP CDE # | 8 | 35 | 2 | 7 | 6 | 32 |
| (N=45) | 18% | 78% | 4% | 16% | 13% | 71% |
| Not LEP # | 0 | 70 | 7 | 0 | 25 | 52 |
| (N=77) | 0% | 91% | 9% | 0% | 32% | 68% |

FES = Fluent English Speaking  LES = Limited English Speaking
FSS = Fluent Spanish speaking  LSS = Limited Spanish Speaking
NSS = Non-Spanish Speaking

Differences in English ability based on the IDEA are not large. At first glance, it seems puzzling that students fluent in English (FES) would become LEP and that no students fluent in English became not LEP. However, only students at grades 2-6 with low achievement scores became LEP under the old system. All eight students who fit this description were made LEP in 1989-90 (the parent questionnaire was not used to make any of these students not LEP). If these eight students are excluded, 94% of the students who became LEP scored LES and 5% scored NES.

It is somewhat surprising that some students who scored non-English-speaking (NES) on the IDEA became not LEP. Parent questionnaire responses were not available for review. It may be these students were shy or uncomfortable with the testing situation and knew more English than the IDEA scores indicated.

In terms of Spanish ability, a larger percentage of those who became LEP (16%) scored fluent in Spanish (FSS) than those who became not LEP (0%). It is surprising that over two thirds (71%) of those who became LEP scored non-Spanish speaking (NSS) on the IDEA (similar to the not-LEP group).

**AMONG THE STUDENTS IDENTIFIED AS "NOT LEP," HOW MANY WERE "EDUCATIONALLY DISADVANTAGED?"**

On the "Questionnaire for Parents of Hispanic Students," a teacher may recommend that a student be classified as "not LEP and would benefit from compensatory/remedial services." The teacher may also specify which services might benefit the student. A decision was made by program and evaluation staff in September, 1989, to record this recommendation on the LANG Masterfile. The file was modified accordingly, and the "educationally disadvantaged" designation was to be recorded through the year. However, a check of the file indicated few students were designated as such.

Among the 77 "not LEP" students:

- 40 (52%) received pre-K service,
- 7 (9%) received services from Chapter 1 schoolwide projects, and
- 30 (39%) **received no compensatory/remedial services.**

It should be noted that students may have been served in ways not recorded on central computer files, e.g., tutoring. **However, it appears that many of these students received no formal compensatory service.**

**WHAT WAS THE IMPACT OF CLASSIFYING "NEW" C, D, AND E STUDENTS IN 1989-90 WITH THE IDEA AND THE "QUESTIONNAIRE FOR PARENTS OF HISPANIC STUDENTS" ON INSTRUCTIONAL PROGRAM TYPE?**

Of the "new" C, D, and E students:

- 76% received bilingual education,
- 24% received ESL,
- 0% received special education,
- 0% received modified instruction.

Instructions to the schools were that students who became LEP in the C, D, or E categories should receive bilingual education. However, it appears 24% received ESL through a parent denial of bilingual service.

Through interviews with LPAC coordinators, a majority of schools (14 of 17) reported that the additional information collected through the parent questionnaire resulted in better identification of LEP students. Specifically, those interviewed stated that the additional information:

- Resulted in more accurate decisions (particularly with borderline cases),
- Provided more accurate information than testing for pre-K and K, and
- Provided confirmation of teacher perceptions.

Six of the schools reported that the process of using the parent questionnaire went well, while 11 reported mixed results. Concerns were expressed with the clarity of the forms, the additional paper work involved, and the difficulty of contacting parents.

In an interview, bilingual coordinators indicated that the questionnaire would not be used to classify students in 1990-91 (although it could be used to help determine student dominance). This could result in students becoming LEP who are really not. Revising the dominance chart and continuing to classify students based on the questionnaire might be a better course.

**In summary, the addition of the parent questionnaire caused 77 students to become not LEP who would have previously.** Most of these students were at the pre-K, K, and 1 level. In addition, 45 students did become LEP C, D, or E. Thus, the parent questionnaire may have prevented some students from having falsely identified as LEP. One problem is that fewer of these students were placed in compensatory programs for disadvantaged students that would be expected; another is that there is no formal mechanism for reviewing their progress or changing their LEP status subsequently.

89.43

ATTACHMENT A
(Page 1 of 2)

ORE-DISTRICT PRIORITIES
APR 5 1989

# Austin Independent School District

Department of Intergovernmental Relations

March 31, 1989

RECEIVED
APR 3 1989
A.I.S.D.
BILINGUAL/ESL EDUCATION

Roberto Villarreal
Director of Programs
Compensatory/Bilingual/Migrant Funding and Compliance
Texas Education Agency
1701 North Congress Avenue
Austin, Texas 78701

Dear Roberto:

As per our discussion on March 24, 1989, the Austin ISD and the Texas Education Agency agree to the following procedures for limited English proficient (LEP) students who are identified as C (bilingual), D (Dominant English) or E (monolingual English).

**Currently Identified LEP Students**

The Austin ISD will assign each of the Hispanic C,D, or E limited English proficient students, through the Language Proficiency Assessment Committee (LPAC) process, to one of the following programs in the elementary schools:

1. Bilingual education program,
2. English as a Second Language (ESL) program, or
3. Language Arts Mastery Process (LAMP) program.

Beginning with the 1989-90 school year an evaluation process will be implemented to determine the effectiveness of the three programs for the targeted LEP population. The results will be reported to the Board of Trustees and the Texas Education Agency.

**New Entry Students (PK-6) 1989-90**

Beginning with the 1989-90 school year, a new step will be added to the LEP identification process for Hispanic elementary students whose language proficiency tests result in a C,D, or E language dominance classification. Using all information available, for new entries in grades PK-6, including home language surveys, test scores and other measures, the LPAC will determine if each of the

Letter to: Roberto Villareal
From: Lee Laws
Page 2

students, in question, is limited English proficient or is educationally disadvantaged. If the student is determined to be educationally disadvantaged the student will be provided compensatory/remedial services as applicable in grades K-6. At the Pre-K level, students that the LPAC determines to be LEP, using these criteria, will be served in the bilingual program.

Unless we hear to the contrary within two (2) weeks of the date of this letter, the procedures outlined above will serve as the agreement between the Austin ISD and the Texas Education Agency.

Sincerely,

Lee Laws

Lee Laws
Director

cc: Dr. Gonzalo Garza
Dr. Terry Bishop
LaVonne Rogers
Dr. Jose Lopez
Carmen Gamboa

RECEIVED
APR 3 1989
A.I.S.D.
BILINGUAL/ESL EDUCATION

MAJOR POINTS TO REMEMBER ABOUT THE INSTRUCTIONAL PROGRAM FOR LEP STUDENTS IN A.I.S.D., PRE-K--6

## I. Bilingual Education for Hispanic Identified LEP Students

### A. Language Categories According to IDEA Test:

Stronger orally in Spanish upon initial placement. (Spanish monolingual or Spanish dominant.)

Required Program

Bilingual Education: A program of dual language instruction in Spanish and English for Spanish monolingual and Spanish dominant LEP students is required to satisfy the requirements of the Bilingual Program's six components. This program includes the minimum of 45 minutes of daily instruction in English As A Second Language. Upon the student's initial entry, the teacher assesses the student in Spanish and English instruction to determine the student's academic proficiency in each language. As the student progresses through the curriculum, the amount of instructional time in either language should be congruent with the student's language proficiency in the language, as determined by the professional judgment of the teacher and the LPAC, to master the essential elements.

If parents refuse the state-required bilingual education services for their child, a signed parental denial must be on file in the cumulative folder of any Spanish monolingual or Spanish dominant LEP student not being provided the required dual language instruction.

A parent who signs a parental denial for Bilingual Education must be offered the English As A Second Language Program for his/her child. If the parent accepts, the student should receive the state-required daily minimum of 45 minutes or more of instruction in English As A Second Language in lieu of Bilingual Education. Otherwise, a signed parental denial for ESL must be on file in the student's cumulative folder. In such a case, the student will receive the regular monolingual English program taught by a regular teacher with a standard teaching certificate and will be considered a LEP student not being served with a special language program.

Unless a LEP student receiving Bilingual Education meets the criteria to exit LEP status and is approved by the LPAC with the consent of the parent to exit the program of dual language instruction, the instructional program for the child will be Bilingual Education.

At no time should a teacher change a LEP student's instructional program from Bilingual Education to English As A Second Language without first having (1) the case reviewed by the LPAC for justifiable cause, (2) LPAC approval, (3) parental notification of change of language program and (4) parental approval for English As A Second Language.

A parent of a LEP student receiving Bilingual Education has the right to refuse dual language instruction for his/her child before the child progresses academically to exit LEP status. However, the LPAC has the responsibility to document that the parent in this case has been apprised of the value of Bilingual Education and has not been encouraged or coerced into requesting a change of language of instruction for his/her child.

Required Teacher Endorsement: Endorsement in Bilingual Education.

B. AISD Language Dominance Categories According to IDEA Test Classifications:

Stronger orally in English upon initial placement. (English dominant or English monolingual who will benefit from Bilingual Education.)

Required Program

Modified Bilingual Education: Upon the student's initial entry, the teacher assesses the student in English and Spanish instruction to determine the student's academic proficiency in each language. If, in the professional judgment of the teacher and the LPAC, the English dominant or English monolingual student will benefit educationally from daily Spanish instruction to master the essential elements and achieve English language proficiency, the instructional program for that child will be Modified Bilingual Education. This special language program

consists of a minimum of 45 minutes of daily instruction in Spanish language arts and a minimum of 45 minutes of daily instruction in English As A Second Language which may be provided during the language arts block or in segments throughout the day as a language arts activity. The rest of the instruction for this child is in English. The teacher uses state-adopted materials to deliver the Modified Bilingual Education requirements and the regular English texts to deliver the rest of the curriculum.

If, after having been apprised of the value of the program, the parent of an English dominant or English monolingual LEP student does not accept the recommendation of the teacher and the LPAC for Modified Bilingual Education, the parent must sign a denial for Modified Bilingual Education to be filed in the student's cumulative folder.

A parent who signs a parental denial for Modified Bilingual Education must be offered the English As A Second Language Program for his/her child. If the parent accepts, the student should receive the state-required daily minimum of 45 minutes or more of instruction in English As A Second Language in lieu of Bilingual Education. Otherwise, a signed parental denial for ESL must be on file in the student's cumulative folder. In such a case, the student will receive the regular monolingual English program taught by a regular teacher with a standard teaching certificate and will be considered a LEP student not being served with a special language program.

Unless a LEP student receiving Modified Bilingual Education meets the criteria to exit LEP status and is approved by the LPAC with the consent of the parent to exit the program of dual language instruction, the instructional program for the child will be Modified Bilingual Education.

At no time should a teacher change a LEP student instructional program from Modified Bilingual Education to English As A Second Language without first having (1) the case reviewed by the LPAC for justifiable cause, (2) LPAC approval, (3) parental notification of change of language program and (4) parental approval for English As A Second Language.

A parent of a LEP student receiving Modified Bilingual Education has the right to refuse dual language instruction for his/her child before the child progresses academically to exit LEP status. However, the LPAC has the responsibility to document that the parent in this case has been apprised of the value of Modified Bilingual Education and has not been encouraged or coerced into requesting a change of language of instruction for his/her child.

Required Teacher Endorsement: Endorsement in Bilingual Education.

C. English As A Second Language

English As A Second Language is a component of Bilingual Education for students enrolled in the program. This sequential and intensive language instruction in the communication skills of listening, speaking, reading and writing is provided daily during the language arts block or in segments as a language arts activity to all Hispanic LEP students of all language categories for a required minimum of 45 minutes or more. The state-adopted ESL textbook is included in the materials used for delivering instruction.

In addition, content area instruction is adapted to students' needs by using second language approaches such as modification of materials, language, and methods of teaching the essential elements through English.

Lesson plans must reflect the daily minimum of 45 minutes or more of ESL instruction. For the language arts curriculum only, the modification of lesson materials, language, and methods of delivering instruction may be regarded as ESL activities in addition to the daily required minimum of 45 minutes of ESL instruction. If the LEP student changes teachers for ESL, notations to that effect must appear in the lesson plan books of the two teachers involved.

The state-required program for all Hispanic LEP students in A.I.S.D. is Bilingual Education. A signed parental denial for Bilingual Education needs to be in the cumulative folder of any Hispanic LEP student receiving only English As A Second Language.

Required Teacher Endorsement: Endorsement in Bilingual Education or Endorsement in English As A Second Language.

D. Program Compliance

Hispanic LEP students of all language categories will be provided with English and Spanish instruction which reflects their language proficiency in each language to satisfy the six components of Bilingual Education as required by State law. Parents must be informed of the value of Bilingual Education. If parents refuse the program and sign a parental denial, they will be offered English As A Second Language instruction for their child. Parents must be informed of the value of the ESL program. The student will receive ESL if the parent accepts; otherwise, the student will receive the regular monolingual English program taught by a regular teacher with a standard teaching certificate and will be considered a LEP student not being served with a special language program.

The responsibility of LEP identification, language proficiency testing, academic language assessment, program placement, program implementation and documentation will rest with the Language Proficiency Assessment Committee, which must include but not be limited to the (1) campus principal or designee, (2) bilingual teacher, (3) ESL teacher and (4) parent of a LEP student. The focus of the program must be the student.

E. Determining LEP Status

Students are determined to be LEP or not LEP according to this information:

- If a student is in Pre-K-6 and scores Non-English Speaking (NES) and Non-Spanish Speaking (NSS) OR Limited English Speaking (LES) and Non-Spanish Speaking (NSS) on the IDEA test, the classroom teacher and the LPAC determine if the student is LEP or not LEP. (Refer to the A.I.S.D. Language Dominance Guide for Hispanic LEP Students in the attached Appendix.)

- If a student in Grades Pre-K, K and 1 scores Fluent English Speaker (FES) on the English IDEA Test, the student is LOTE (Language Other Than English) but not LEP.

- If a student in Grades 2-6 scores Fluent English Speaking (FES) on the English IDEA Test, the classroom teacher and the LPAC determine if the student is LEP or not LEP. (Refer to the A.I.S.D. Language Dominance Guide for Hispanic LEP Students in the attached Appendix.)

  -- If both the Reading and Language Arts scores on the standardized achievement test are at or above the 40%ile, the student is LOTE (Language Other Than English) but not LEP.

  -- If either score is below the 23%ile, the student is LEP.

  -- For other combinations of scores between the 23%ile and the 40%ile, the LPAC must decide the LEP status.

F. Instructional Program for Hispanic Students Determined to Be Not LEP by the LPAC Upon Initial Entry

If a student is determined to be Not LEP by the LPAC after testing and careful assessment (refer to A.I.S.D. LEP Procedure Forms L3.A or L3.B in the Appendix), the program for that child is regular monolingual English instruction. Because this student may have educational needs not due to limited English proficiency, the LPAC may refer the child when necessary to other services such as compensatory or remedial instruction.

AUSTIN INDEPENDENT SCHOOL DISTRICT
Elementary/Secondary Bilingual/ESL Education

August 16, 1989

TO: Elementary Principals and Assistant Principals
Helping Teachers and LPAC Chairpersons
Bilingual/ESL Endorsed Teachers

FROM: Carmen Gamboa CG

THROUGH: La Vonne Rogers LR

SUBJECT: Addendum to Instructional Memorandum No. 3: AISD/TEA Agreement Concerning Existing Hispanic C, D and E LEP Students As of May 1989

## Historical Background

In the early 1970s, the Chinese Lau family brought a suit against the State of California. The family charged the State Department of Education with failure to meet the special language needs of their children. Bilingual Education was not mentioned, only special language needs. The case went to the U.S. Supreme Court, and the Court ruled in favor of the Lau family in 1974.

In response to the U.S. Supreme Court ruling, the U.S. Department of Education organized a committee of educators from across the country to develop guidelines to meet the special language needs of minority children. These guidelines came to be known as the Lau Remedies and they did include Bilingual Education.

| Language Category | Lau Remedy |
|---|---|
| 1. A - Monolingual Other | Bilingual Education |
| 2. B - Dominant Other | Bilingual Education |
| 3. Low C - Bilingual<br>High C - Bilingual | Bilingual Education<br>English As A Second Language or high intensity language training |
| 4. D - Dominant English | English As A Second Language or high intensity language training |
| 5. E - Monolingual English | English As a Second Language or high intensity language training |

Although the Lau Remedies were never enacted into law, the Office of Civil Rights used them as a yardstick when monitoring districts regarding special language needs of minority children. As a result of monitoring visits by the Office of Civil Rights to A.I.S.D., we have the Vietnamese Bilingual Program PreK-6, the Spanish/English Bilingual Program PreK-8, and the English As A Second Language Program PreK-12.

During the late 1970s and early 1980s, school districts were monitored both by the federal government and the state government. With the passage in 1981 of our present law for special language programs, the federal government agreed that the states should do the monitoring.

## The State Law and Hispanic LEP Students

A.I.S.D. has continued to use the five language categories found in the Lau Remedies and the prescribed Lau remedy in serving its Hispanic LEP students. The state law, however, requires that, because A.I.S.D. has more than the required 20 LEP students in one grade level, all Hispanic LEP students of any language category should be receiving all six components of Bilingual Education unless they have a parental denial on file, in which case they may receive only the ESL component.

The A.I.S.D. program for the C, D and E Hispanic LEP students has been questioned by TEA since the monitoring visit of May 1984.

## Monitoring Visit, March 20-24, 1989

During the March 1989 monitoring visit, Mr. Roberto Villarreal from the TEA Compliance Division and A.I.S.D. agreed that it is possible that the 1100 or so Hispanic LEP students in question were misidentified as LEP when in reality they are educationally disadvantaged. In order to address this situation, the following agreement was reached:

**TEA/AISD Agreement**

Currently Identified Hispanic LEP Students as of May 1989

The Austin ISD will assign, beginning with 1989-90, each of the current Hispanic C, D or E limited English proficient students, through the Language Proficiency Assessment Committee (LPAC) process, to one of the following programs in the elementary schools upon parent notification:

| | Program | Teacher Endorsement/ Certification Required |
|---|---|---|
| 1. | Bilingual Education (all six components) | Bilingual endorsement |
| 2. | English As A Second Language | ESL or Bilingual endorsement |
| 3. | Language Arts Mastery Process (LAMP) | Standard teaching certificate |

Beginning with the 1989-90 school year an evaluation process will be implemented to determine the effectiveness of the three programs for the targeted LEP population. The results will be reported to the Board of Trustees and the Texas Education Agency.

New Entry Students (PreK-6) 1989-90

Beginning with the 1989-90 school year, a new step will be added to the LEP identification process for Hispanic students whose language proficiency tests indicate they are stronger in English than in Spanish. Screening instruments (questionnaires L3.A and L3.B) will be used by the LPAC to distinguish between Hispanic LEP students and Hispanic educationally disadvantaged students.

Hispanic LEP students will receive Bilingual Education as detailed in Instructional Memorandum No 3, Revised March 1989, unless a parental denial is on file. Note: For these students, ESL alone will not be acceptable.

Hispanic educationally disadvantaged students may be referred by the LPAC to other services such as compensatory or remedial instruction. Note: These students will not be classified as LEP.

**Help for Other School Districts**

The Texas Education Agency recognizes that many other school districts could benefit from the use of screening instruments in LEP identification. Mr. Roberto Villarreal has asked permission to share the A.I.S.D. screening instruments with other school districts. Permission has been granted. Also, the research done by A.I.S.D. on the existing C, D, or E Hispanic LEP students will be helpful to TEA and other school districts.

AUSTIN INDEPENDENT SCHOOL DISTRICT
Elementary/Secondary Bilingual/ESL Education

August 16, 1989

## SUMMARY OF PROGRAMS FOR HISPANIC LEP STUDENTS

### I. Existing Hispanic LEP Students as of May 1989

| Language Category | Program | Teacher Endorsement/ Certification |
|---|---|---|
| A - Spanish Monolingual | Bilingual Education | Bilingual Endorsement |
| B - Spanish Dominant | Bilingual Education | Bilingual Endorsement |
| C - Bilingual | Bilingual Education (six components) | Bilingual Endorsement |
| | or | |
| D - English Dominant | ESL | ESL or Bilingual Endorsement |
| | or | |
| E - English Monolingual | LAMP | Standard Teaching Certificate |

### II. New Entry Hispanic LEP Students as of August 28, 1989

| Language Category | Program | Teacher Endorsement/ Certification |
|---|---|---|
| A - Spanish Monolingual | Bilingual Education | Bilingual Endorsement |
| B - Spanish Dominant | Bilingual Education | Bilingual Endorsement |
| C, D, or E Identified as LEP by the LPAC | Modified Bilingual Education | Bilingual Endorsement |
| C, D, or E Identified as Not LEP by the LPAC (educationally disadvantaged) | Should be referred by the LPAC for compensatory or remedial instruction. | Standard Teaching Certificate |

# A P P E N D I X

A. Description of Bilingual Education

B. Description of English As A Second Language

C. Description of LAMP (Language Arts Mastery Process)

DESCRIPTION OF BILINGUAL EDUCATION

Language Categories According to IDEA Test:

Stronger orally in Spanish upon initial placement.
(Spanish monolingual or Spanish dominant.)

Required Program

Bilingual Education: A program of dual language instruction in Spanish and English for Spanish monolingual and Spanish dominant LEP students is required to satisfy the requirements of the Bilingual Program's six components. This program includes the minimum of 45 minutes of daily instruction in English As A Second Language. Upon the student's initial entry, the teacher assesses the student in Spanish and English instruction to determine the student's academic proficiency in each language. As the student progresses through the curriculum, the amount of instructional time in either language should be congruent with the student's language proficiency in the language, as determined by the professional judgment of the teacher and the LPAC, to master the essential elements.

If parents refuse the state-required bilingual education services for their child, a signed parental denial must be on file in the cumulative folder of any Spanish monolingual or Spanish dominant LEP student not being provided the required dual language instruction.

A parent who signs a parental denial for Bilingual Education must be offered the English As A Second Language Program for his/her child. If the parent accepts, the student should receive the state-required daily minimum of 45 minutes or more of instruction in English As A Second Language in lieu of Bilingual Education. Otherwise, a signed parental denial for ESL must be on file in the student's cumulative folder. In such a case, the student will receive the regular monolingual English program taught by a regular teacher with a standard teaching certificate and will be considered a LEP student not being served with a special language program.

Unless a LEP student receiving Bilingual Education meets the criteria to exit LEP status and is approved by the LPAC with the consent of the parent to exit the program of dual language instruction, the instructional program for the child will be Bilingual Education.

At no time should a teacher change a LEP student's instructional program from Bilingual Education to English As A Second Language without first having (1) the case reviewed by the LPAC for justifiable cause, (2) LPAC approval, (3) parental notification of change of language program and (4) parental approval for English As A Second Language.

A parent of a LEP student receiving Bilingual Education has the right to refuse dual language instruction for his/her child before the child progresses academically to exit LEP status. However, the LPAC has the responsibility to document that the parent in this case has been apprised of the value of Bilingual Education and has not been encouraged or coerced into requesting a change of language of instruction for his/her child.

**Required Teacher Endorsement:** Endorsement in Bilingual Education.

## ENGLISH AS A SECOND LANGUAGE

English As A Second Language is a component of Bilingual Education for students enrolled in the program. This sequential and intensive language instruction in the communication skills of listening, speaking, reading and writing is provided daily during the language arts block or in segments as a language arts activity to all Hispanic LEP students of all language categories for a required minimum of 45 minutes or more. The state-adopted ESL textbook is included in the materials used for delivering instruction.

In addition, content area instruction is adapted to students' needs by using second language approaches such as modification of materials, language, and methods of teaching the essential elements through English.

Lesson plans must reflect the daily minimum of 45 minutes or more of ESL instruction. For the language arts curriculum only, the modification of lesson materials, language, and methods of delivering instruction may be regarded as ESL activities in addition to the daily required minimum of 45 minutes of ESL instruction. If the LEP student changes teachers for ESL, notations to that effect must appear in the lesson plan books of the two teachers involved.

The state-required program for all Hispanic LEP students in A.I.S.D. is Bilingual Education. A signed parental denial for Bilingual Education needs to be in the cumulative folder of any Hispanic LEP student receiving only English As A Second Language.

Required Teacher Endorsement: Endorsement in Bilingual Education or Endorsement in English As A Second Language.

## DESCRIPTION OF LAMP

One of the academic areas that needs strengthening in many economically and/or educationally disadvantaged students is Reading/Language Arts.

Specifically many of these students do not have access to a broad vocabulary so necessary for academic success in reading. Success in reading is vital for success in other subjects.

In an attempt to remediate this circumstance, an additional component was added to the reading program in the Priority Schools and five additional schools in AISD - an oral language component.

The program is called the Language Arts Mastery Program or LAMP. This particular component was built on the work of Dr. George Gonzalez, a professor from Pan American University. Dr. Gonzalez's main goal is to have teachers work with students in such a way as to enable the students to catch up and be on-grade level in reading. The main focus is of course oral language development.

Much of the teacher-directed instruction takes place in a whole class setting. Students in grades 1-6 are introduced to on-grade level reading selections in daily, comfortable, non-threatening teaching situations. Through various strategies students become familiar with the story and learn how to determine the main idea. Comprehension of vocabulary is stressed.

Students in grade 1 are introduced to the alphabet letters and their sounds early in the year and kindergarten students, in the spring of the year.

Some strategies used are:

Sounding Power - letters and sounds

Picture Power - vocabulary

Sentence Power - story comprehension

Defining Power - Vocabulary enhancement

Inst. ____

AUSTIN INDEPENDENT SCHOOL DISTRICT
QUESTIONNAIRE FOR PARENTS OF HISPANIC STUDENTS

L3.A
Grades PreK,K,1
1989

IF STUDENT SCORES NON-ENGLISH SPEAKING (NES) AND NON-SPANISH SPEAKING (NSS) OR LIMITED ENGLISH SPEAKING (LES) AND NON-SPANISH SPEAKING (NSS) ON THE IDEA TEST, THE FOLLOWING INFORMATION IS COMPILED BY THE CLASSROOM TEACHER FOR USE BY THE LPAC TO DETERMINE IF STUDENT IS LEP OR NOT LEP.

STUDENT'S NAME _____ SCHOOL: _____ GRADE: _____

1. What language did your child learn to speak first?
¿Cuál fue el primer idioma que aprendió a hablar su hijo(a)? Spanish ____ English ____

2. What language does your child use when speaking to: mother, father and siblings?
¿Qué idioma usa su hijo(a) cuando habla con: mother - la madre? Spanish ____ English ____
father - el padre? Spanish ____ English ____
siblings - los hermanos? Spanish ____ English ____

3. What language do adults use when they speak to your child? (mother, father, caregiver, siblings)
¿Qué idioma usan las personas cuando hablan con su hijo(a)?
mother - la madre Spanish ____ English ____
father - el padre Spanish ____ English ____
child caregiver - la ninera Spanish ____ English ____
siblings - los hermanos Spanish ____ English ____

4. Do ~~you and~~ your child listen to radio and T.V. programs in English or Spanish?
¿Escuchan usted y su niño(a) programas de radio o televisión en ingles o en español? Spanish ____ English ____

5. What language does your child use when he/she plays with other children?
¿Qué idioma usa su niño(a) cuando juega con otros niños? Spanish ____ English ____

Record of Responses: Spanish is marked ____ times. English is marked ____ times.

Questions answered by: father ____ mother ____ other ____.

---

ADDITIONAL QUESTIONS FOR FIRST GRADE STUDENTS

1. Does student know how to read? Yes ____ No ____ If yes, in what language(s)? _____

2. Was student retained? Yes ____ No ____ If yes, in what grade(s) _____

---

TEACHER RECOMMENDATION

In my professional opinion this student is:

____ LEP and requires Bilingual Education (minimum 45 minutes of Spanish language arts and minimum 45 minutes of ESL using state-adopted materials).

____ NOT LEP and would benefit from Regular Instruction.

____ NOT LEP and would benefit from Compensatory/Remedial Services. Specify _____

Teacher Signature _____ Date _____

LPAC Decision ____ Student is LEP ____ Student is NOT LEP

**********

SCHOOLS: FILE THE WHITE COPY IN THE STUDENT'S CUMULATIVE FOLDER. SEND THE YELLOW COPY TO TERRI STRUBLE, COMMERCE PAR
KEEP THE PINK COPY FOR YOUR LPAC RECORDS.

ma5/parentqu/blg

Inst. 0288

AUSTIN INDEPENDENT SCHOOL DISTRICT
QUESTIONNAIRE FOR PARENTS OF HISPANIC STUDENTS

L3.8 (Grades 2-6)
1989

IF STUDENT SCORES FLUENT ENGLISH SPEAKING (FES) ON THE ENGLISH IDEA TEST, THE FOLLOWING INFORMATION IS COMPILED BY THE CLASSROOM TEACHER FOR USE BY THE LPAC TO DETERMINE IF STUDENT IS LEP OR NOT LEP.

STUDENT'S NAME _____ I.D. NO. _____ SCHOOL _____ GRADE _____

1. What language did your child learn to speak first?
¿Cuál fue el primer idioma que aprendió a hablar su hijo(a)? Spanish _____ English _____

2. What language does your child use when speaking to:
¿Qué idioma usa su hijo(a) cuando habla con:
mother - la madre? Spanish _____ English _____
father - el padre? Spanish _____ English _____
siblings - los hermanos? Spanish _____ English _____

3. What language do adults use when they speak to your child?
¿Qué idioma usan las personas cuando hablan con su hijo(a)?
mother - la madre Spanish _____ English _____
father - el padre Spanish _____ English _____
child caregiver - la niñera Spanish _____ English _____
siblings - los hermanos Spanish _____ English _____

4. Does your child listen to radio and T.V. programs in English or Spanish?
¿Escucha su niño(a) programas de radio o televisión en inglés o en español? Spanish _____ English _____

5. What language does your child use when he/she plays with other children?
¿Qué idioma usa su niño(a) cuando juega con otros niños? Spanish _____ English _____

Record of Responses: Spanish is marked _____ times. English is marked _____ times.

Questions answered by: Parent ____ Guardian ____ Other ____

---

STUDENTS EDUCATIONAL EXPERIENCE

1. Has student ever been in Bilingual Education? _____ Yes _____ No
If yes, circle level(s). P-K K 1 2 3 4 5 6

2. Was student retained? _____ Yes _____ No
If yes, circle level(s). P-K K 1 2 3 4 5 6

3. In what language(s) does the student read? ____ English Only ____ Spanish Only ____ English and Spanish

4. Has the student received Special Education services? _____ Yes _____ No

If yes, specify. _____

---

STANDARDIZED ACHIEVEMENT TEST

Administer English reading and language arts subtests of the achievement test specified by ORE. (Other current standardized test percentile scores may be used if available.)

Enter: Reading _____%ile Language _____%ile Test Name _____ Test Date _____

---

TEACHER RECOMMENDATION

In my professional opinion this student is:

_____ LEP and requires Bilingual Education (minimum 45 minutes of Spanish language arts and minimum 45 minutes of ESL using state adopted materials).

_____ NOT LEP and would benefit from Regular Instruction.

_____ NOT LEP and would benefit from Compensatory/Remedial Services. Specify _____

Teacher's Signature _____ Date _____

LPAC Decision _____ Student is LEP _____ Student is NOT LEP

---

SCHOOLS: ATTACH THE RESPECTIVE COLORS OF THIS FORM TO NEW ENTRY FORMS. FILE THE WHITE COPY IN THE STUDENT'S CUMULATIVE FOLDER. SEND THE YELLOW COPY TO TERRI STRUBLE, COMMERCE PARK. KEEP THE PINK COPY FOR YOUR LPAC RECORDS.

ATTACHMENT E

Revised Fall 89

## AISD LANGUAGE DOMINANCE GUIDE FOR HISPANIC LEP STUDENTS

NOTE: Use New Entry Form L2 for LEP identification. When the student is already identified LEP, use this Dominance Guide to complete Item 5 on the New Entry Form L2.1 or to update language dominance.

For Hispanic LEP Students, AISD language dominance categories are determined only after the IDEA Oral Language Proficiency Test has been administered in both English and Spanish. Using the IDEA test level, obtain the IDEA test classification from the chart on the back of the test. Then use the following dominance guide to transfer the IDEA test designations to an AISD language dominance category.

For Other Language LEP Students, administer the IDEA Oral Language Proficiency Test only in English. Use the Parent Interview Form (L3), item number 3, to obtain the language dominance category as indicated by parent.

| | IDEA Test Classification* English | | IDEA Test Classification* Spanish | | AISD Language Dominance Category | |
|---|---|---|---|---|---|---|
| | Student who scores | | | | | |
| 2nd - 6th | NES | and | FSS | is | A | |
| | NES | and | LSS | is | A | |
| | NES | and | NSS | use | Questionnaire (L3.A) to determine whether student is LEP or NON LEP. | |
| | | | | | Language Dominance A | 10 answers indicate Spanish. |
| | | | | | Language Dominance B | More answers indicate Spanish than English. |
| | | | | | Not-LEP | More answers indicate English than Spanish. |
| | | | | | Teacher Recom. | Half of answers are English. Half of answers are Spanish. |
| Pre - K, K, 1st | LES | and | FSS | is | B | |
| | LES | and | LSS | use | Questionnaire (L3.A) to determine whether student is LEP or NOT LEP. | |
| | | | | | Language Dominance B | More answers indicate Spanish than English. |
| | | | | | Not-LEP | More answers indicate English than Spanish. |
| | | | | | Teacher Recom. | Half of answers are English. Half of answers are Spanish. |
| | LES | and | NSS | use | Questionnaire (L3.A) to determine whether student is LEP or NOT LEP. | |
| | | | | | Language Dominance D | 51-69% answers indicate English. |
| | | | | | Not LEP | 70% or more answers indicate English. |
| | | | | | Teacher Recom. | Half of answers are English. Half of answers are Spanish. |
| | FES (PreK, K, 1st) | | | is | LOTE not LEP | |
| | | | | | above 40%ile NOT LEP | |
| | FES | and | FSS | is | C | ≤ 39%ile |
| | FES | and | LSS | is | D | ≤ 39%ile |
| | FES | and | NSS | is | E | ≥ 23%ile |

LPAC
. reviews Questionnaire (L3.B)
. determines LEP Status
. determines Program Placement

below 23%ile LEP

. Bilingual Program (dual language instruction) required

*Classification*
NES = Non-English Speaker
LES = Limited English Speaker
FES = Fluent English Speaker
NSS = Non-Spanish Speaker
LSS = Limited Spanish Speaker
FSS = Fluent Spanish Speaker



mo3/majorpol/p3/blq

89.43

ATTACHMENT F

For use by LPACs for LEP Hispanic C, D, or E language categories identified prior to May 1989.

AUSTIN INDEPENDENT SCHOOL DISTRICT

NOTIFICATION/APPROVAL OF PROGRAM PLACEMENT IN LANGUAGE ARTS MASTERY PROCESS

Student's Name _____ I.D. No. _____

School _____ Teacher _____ Grade _____

Dear Parents:

Your child is still identified as limited in English proficiency. He/she qualifies for a special language program to help him/her attain the English language skills necessary to achieve academic success in school.

Your child is able to function in an all-English program and does not need dual language instruction in English and Spanish. The special language program for your child is indicated below:

**Language Arts Mastery Process**
(This instruction focuses on strengthening the Reading/Language Arts curriculum through oral language activities based on stories in the basal reader. Vocabulary development and enrichment, letter sounding power and story comprehension are stressed.)

Please sign this notification/approval and return to your child's teacher as soon as possible. If you have further questions, please contact me or your child's teacher.

Thank you.

Sincerely,

_____
Principal or Designee

Approved: _____ _____
Parent's Signature Date: Month/Day/Year

**********

AVISO/APROBACION DE COLOCACION EN EL PROGRAMA DE PROCESO DEL DOMINIO DEL LENGUAJE

Nombre del Estudiante _____ No. de I.D. _____

Escuela _____ Maestro(a) _____ Grado _____

Muy estimados Padres de familia:

Su hijo(a) está identificado todavía como alumno(a) con conocimientos limitados de inglés. El/ella califica para un programa especial de lenguaje, que le ayude a adquirir las habilidades necesarias en el lenguaje inglés, para poder tener éxito académico en la escuela.

Su hijo(a) está ya capacitado para funcionar bien en un programa de inglés integral, y no necesita recibir instrucción en los dos idiomas, inglés y español. El programa especial de lenguaje para su hijo(a) se indica a continuación:

Proceso de dominio del lenguaje
(Esta instrucción está enfocada a reforzar el currículo de Lectura/Dominio del lenguaje, mediante actividades de lenguaje oral, basadas en cuentos del libro de lectura. Se insiste en el desarrollo y enriquecimiento del vocabulario, la práctica del sonido de las letras y la comprensión del cuento.)

Tenga la amabilidad de firmar esta notificación y de devolverla al maestro(a) de su hijo(a) tan pronto como le sea posible. Si tiene más preguntas que hacer, por favor comuníquese conmigo o con el maestro(a) de su hijo(a).

Muchas gracias.

Atentamente,

_____
Director(a) de la escuela o Persona designada

Aprobado: _____ _____
Firma de los padres Fecha: mes/día/año

**********

FILE WHITE COPY IN STUDENT'S CUMULATIVE FOLDER. SEND YELLOW COPY TO TERRI STRUBLE, COMMERCE PARK. KEEP PINK COPY FOR YOUR LPAC RECORDS.

# Austin Independent School District

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